

# COMMONWEALTH OF AUSTRALIA

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# 6

## Effects of Noncompliant Behavior

**T**he focus in this chapter is to present strategies for addressing the fourth component of a functional behavioral assessment (FBA)—Effects of Noncompliant Behavior. The central question is, “What strategies should teachers use after noncompliant behavior occurs?” In this sense these strategies are *reactive* because they are implemented *following* the problem behavior. By contrast, the strategies recommended for addressing the previous two components, immediate triggers and setting events (Chapters 4 and 5, respectively), are *proactive* because they are implemented prior to occurrences of noncompliant behavior. At this juncture, a comprehensive plan is now developed comprised of both proactive and reactive measures.

The strategies presented in this chapter are designed to manage the effects or functions of the problem behavior. Essentially, if cooperative behavior is established, then positive or encouraging events follow. If noncompliance occurs, then negative or discouraging events follow. Consequently, the effects of noncompliant behavior are managed by using two groups of strategies. First, strategies are presented for *increasing cooperative behavior*, and second, for *decreasing noncompliant behavior*. These strategies are presented in the last two columns of Table 6.1, Strategies for Effects of Problem Behavior, respectively.

This chapter is divided into two sections in which strategies are described for (1) increasing cooperative behavior and (2) reducing noncompliant behavior. Again, the strategies are listed in alphabetical order and followed by an illustration. Some references are cited for further reading as needed.

**Table 6.1** Strategies for Effects of Problem Behavior (See Appendix F: Bank of Strategies for Each FBA Component)

Functional Behavioral Assessment Summary			
<i>Setting Events</i>	<i>Immediate Triggers</i>	<i>Problem Behavior</i>	<i>Effects of Problem Behavior</i>
Intervention Plan			
<i>Setting Events</i>	<i>Immediate Triggers</i>	<i>Increasing Expected Behavior</i>	<i>Decreasing Problem Behavior</i>
		<ul style="list-style-type: none"> <li>• Focus on academic success</li> <li>• Behavioral contracts</li> <li>• Reinforcement               <ul style="list-style-type: none"> <li>○ Positive</li> <li>○ Negative</li> <li>○ Differential reinforcement</li> </ul> </li> <li>• Shaping</li> <li>• Token economies</li> <li>• Other</li> </ul>	<p>Tier 1 Strategies</p> <ul style="list-style-type: none"> <li>• Maintain the flow of instruction</li> <li>• Delayed responding</li> <li>• Extinction</li> <li>• Redirection prompts</li> <li>• Rule restatement</li> <li>• Other</li> </ul> <p>Tier 2 Strategies</p> <ul style="list-style-type: none"> <li>• Part A: Establishing limits of behavior</li> <li>• Part B: Conducting a debriefing session</li> <li>• Other</li> </ul>

## STRATEGIES FOR INCREASING COOPERATIVE BEHAVIOR

### Focus on Academic Success

Every effort should be made to ensure that all students are successful with their academics. Given that avoidance of academic tasks and other demand situations are the major reasons for noncompliant behavior, teachers and specialists should take all steps necessary to enable students to be productively engaged and show achievement in their work (Darch & Kame'enui, 2004; Sprick, Garrison, & Howard, 1998; Walker, Colvin, & Ramsey, 1995). Teachers should be ready to provide strong reinforcement for student behaviors that facilitate learning such as making effort, maintaining on-task behavior, work completion, and especially for accuracy in work produced. (*Note:* It is assumed that the student has the skills to do the work, which was addressed in the previous chapter.) An illustration is presented in Box 6.1.

#### BOX 6.1 ILLUSTRATION OF FOCUS ON ACADEMIC SUCCESS

Cindy was a reluctant oral reader. During oral reading time she would often put her head down, declare she was sick, and periodically refuse to go to the group before reading had even commenced. The teacher had arranged some additional opportunities for her to read aloud to her privately. She then had Cindy practice beforehand the passage she was required to read in the group. Cindy then read reasonably smoothly in the group. The teacher praised her strongly for her reading and arranged for her to have extra time on the computer during the break. She also sent a note home to the parents saying how well she had read and asked them to compliment her.

### Behavioral Contract

Behavioral contracts are incentive plans to help students focus on increasing desirable behavior and decreasing problem behavior. Essentially, the plan is a contingency management agreement between the student and the teacher. If the student exhibits compliant or cooperative behavior at a predetermined rate, then the student will have access to privileges or reinforcers. In some contracts, the converse is also added wherein if the student exhibits noncompliant behavior at a predetermined level, then loss of privileges and reinforcers occurs (often called Response Cost). Behavioral contracting has been widely used and is a solid, evidence-based intervention (Hawken & Burrow-Sanchez, 2005; Walker, Colvin, & Ramsey, 1995). The steps in developing a contract need to be carefully developed, clearly communicated to the student, and implemented with adequate supervision. These steps typically involve (1) defining the target behavior to be increased; (2) establishing a criterion for success that is reasonable and attainable; (3) carefully selecting the reinforcers to be used for meeting the terms of the contract; (4) fully communicating the details of the contract with the student and involving the student as much as possible in the development of the contract; (5) developing a simple tracking system so that the student and the teacher readily know if the contract terms have been fulfilled; (6) developing a phasing-out plan that is reasonable; and

(7) formalizing the contract in writing and signed by the teacher and the student. An example of a contract to build cooperative behavior with a student who has a history of noncompliance is presented in Box 6.2.

### BOX 6.2 EXAMPLE OF A BEHAVIORAL CONTRACT

#### My Contract

I \_\_\_\_\_ (student's name) agree to keep the following rules for math:

1. Follow the teacher directions.
2. Start my work quickly.
3. Keep working.
4. Finish my work in school or at home.
5. Turn in my work on time.

**Points:** For each rule (1–5) I can earn:

- 3 points for following the rule all the time.
- 2 points for following the rule most of the time.
- 1 point for following the rule only some of the time.

*Total points available per Period is 15.*

**Results:** If I earn:

12–15 points: I can spend an extra 15 minutes on the computer (or trade for something else that my teacher has approved). \_\_\_\_\_

8–11 points: I can spend an extra 10 minutes on the computer (or trade for something else that my teacher has approved). \_\_\_\_\_

Fewer than 8 points: No extra privileges have been earned.

**Start Date:** \_\_\_\_\_

**Signed**

Student \_\_\_\_\_ Teacher \_\_\_\_\_

### Reinforcement

Reinforcement is defined in terms of its function. Something can be said to be reinforcing if it results in increasing certain behaviors. Positive reinforcement is the contingent delivery of something that is perceived to be desirable for the student and is used to increase occurrences of a target behavior. Negative reinforcement is the contingent removal of something that is perceived to be undesirable by the student and is used to increase occurrences of a target behavior.

*Note:* Both positive and negative reinforcement are used to *increase* a target behavior.

### *Positive Reinforcement*

This technique is probably the most widely used strategy to increase compliance or cooperative behavior. The keys to using reinforcement successfully are to ensure that (1) the reinforcer is actually positive or desirable for the student; (2) the student needs to exhibit the target behavior at a reasonable standard before the reinforcer is delivered; (3) a menu of reinforcers needs to be available to the student to prevent satiation or boredom; (4) delivery of the reinforcer has to be strictly contingent on the occurrence of the target behavior displayed to an acceptable and reasonable standard; (5) a balance in the kinds of reinforcers between personal (intrinsic), social, and external reinforcers is used; (6) the reinforcers are inexpensive and easy to deliver; and (7) a plan is used to systematically fade the reinforcers used for an individual student to the reinforcers that are used for the whole class (Colvin & Lazar, 1997; Rhode, Jensen, & Reavis, 1992). A range of examples of positive reinforcers is presented in Box 6.3.

#### **BOX 6.3**    **EXAMPLES OF COMMON POSITIVE REINFORCERS USED IN THE CLASSROOM**

##### *Intrinsic*

- Teacher helps student focus on accomplishment
- Teacher helps student review goal setting and achievement
- Student self-delivers reinforcement
- Student given opportunity to present accomplishment to class and home

##### *Social*

- Teacher praise
- Positive body language (smiles, nods, pat on the back)
- Recognition from class (such as listening or clapping)
- Public display (such as work displayed on notice board)

##### *Tangibles*

- Stickers
- Note home
- Ribbons, black belts, and other items teachers gather
- Mystery awards (teacher has a box of goods, and the student does a blind draw)

##### *Physical Activity*

- Extra time swimming, walking, or playing
- Opportunity to play favorite game or activity
- Choice activity

##### *Privileges*

- Class leader, squad captain
- Distributing and collecting materials or equipment
- Teacher helper
- Running errands
- Schedule adjustments

##### *Class or Group Activities*

- Teams (beat the teacher game, good behavior game)
- Goals for the week followed by a group reward (free time, pizza party, TV)
- Class challenges

### *Negative Reinforcement*

Negative reinforcement is often misunderstood and consequently underused in classrooms to increase desirable behavior. The reason it is misunderstood is the combination of the two words—negative and reinforcement. Negative is associated with something undesirable, while reinforcement is often interpreted as something the student enjoys. However, by definition negative reinforcement means that a behavior that is successful in removing something negative or aversive to the student is likely to be repeated, that is, reinforced (Auerbach & Smith, 2005).

Also, there is often confusion between negative reinforcement and punishment. Punishment is the delivery of an undesirable consequence following an unacceptable behavior in order to decrease this behavior. Negative reinforcement, on the other hand, is the removal of something undesirable following the occurrence of behavior resulting in an increase in that behavior. In effect, punishment is a behavior-reduction strategy, while negative reinforcement is a behavior-increasing strategy.

Unfortunately, negative reinforcement has seen its widest application to increasing and maintaining problem behavior. In Chapters 2 and 3, it was noted that the major effects or functions of noncompliant behavior in the classroom were changing, removing, or escaping from a demand situation. In other words, by displaying noncompliant behavior, the student was successful in removing a demand situation (something aversive). The negative reinforcement paradigm has been used for many years to describe the processes for establishing and maintaining aggression, tantrums, and other negative interactions between parents and their children (Patterson & Forgatch, 2005; Patterson, Ray, Shaw, & Cobb, 1969).

In addressing noncompliance, two aspects in using the strategy of negative reinforcement should be addressed: (1) manage the effects and functions of noncompliant behavior that increase and maintain noncompliance (see Extinction in the section Strategies for Reducing Noncompliant Behavior, described later in this chapter), and (2) identify a list of events or activities that have some level of aversion for the student which can be removed or modified contingent on the student displaying compliant and cooperative behavior. See Box 6.4 for a list of common events or activities that teachers use in applying the negative reinforcement strategy.

#### **BOX 6.4**    **EXAMPLES OF USING NEGATIVE REINFORCEMENT**

- Students who obtained high grades in the midterm and had all assignments completed satisfactorily did not have to take the final end-of-term exam.
- Students getting all their work done in school did not have homework.
- A hallway pass was not required of students who kept the class rules for the week.
- Student may withdraw to a quiet area in the room following completion of work.
- Students keeping the rules during break did not have to do cleanup duty.

### *Differential Reinforcement*

Differential reinforcement is an important strategy for addressing non-compliant behavior. Differential reinforcement refers to the delivery of reinforcement contingent on the occurrence of appropriate behavior and withholding of reinforcement in the presence of inappropriate behavior under the same or similar conditions (Burke & Crowder, 2005; Rhode, Jenson, & Reavis, 1992).

Students who exhibit noncompliance at a high rate usually display cooperative behavior at a low rate. Consequently, in order to increase the rate of cooperative behavior for these students, teachers often use differential reinforcement of other behavior (DRO). DRO consists of the reinforcement of any other appropriate behavior that occurs in the *absence of noncompliance* during a set period of time or in the presence of the immediate triggers for noncompliant behavior.

Another important application is called differential reinforcement of incompatible behavior. In this case, the student is reinforced for exhibiting behavior that is contrary to the target problem behavior. Cooperative behavior is incompatible with noncompliant behavior in this situation. Consequently, when the student exhibits compliance or cooperation in a setting where noncompliance often occurs, the student is highly reinforced.

An illustration of the use of differential reinforcement is provided in Box 6.5.

#### **BOX 6.5 ILLUSTRATION OF DIFFERENTIAL REINFORCEMENT**

Lily did not like to switch from using the computer to going to her history group. She often pouted, put her head down, and refused to leave. On this occasion when the teacher asked her to finish up on the computer and go to her history group, she finished up the computer activity, pushed her chair in, and went to her group in a reasonable amount of time. The teacher praised her very strongly and told her she could have an extra few minutes on the computer later in the day.

### **Shaping**

Shaping is a common strategy used by teachers, especially for helping students to master new learning. The strategy can also be used to systematically improve student behavior. Shaping is the process of successively reinforcing closer approximations of the target behavior to the criterion or acceptable level of behavior (Maag, 2004). The process involves four steps: (1) obtain a baseline level of performance of the expected behavior or new skill (usually as a rate measure or degree of accuracy); (2) determine successive approximations between the baseline measures and the standard required for mastery or level of acceptable behavior; (3) deliver reinforcement contingent on the student responding at the target level for each successive stage; and (4) deliver the strongest reinforcement when the student reaches the criterion for mastery of the skill, or when the student displays the target acceptable level. This strategy of shaping has been very effective in raising student's skill level in terms of rate of responding and accuracy of performing. The strategy is also helpful in getting students started on a



task that they avoid because of the likelihood of failure when there has been a history of failure with these tasks. Shaping can also help reluctant learners “get over the hump” in surmounting perceived difficulties. An illustration of using the shaping technique to improve a student’s compliant behavior is described in Box 6.6.

#### **BOX 6.6 ILLUSTRATION OF SHAPING**

Juan was very slow in putting his materials away after break time. Sometimes he wouldn’t even put them away. The teacher tracked the time he took to clean up after break for a couple of days and also noted the time taken by the other students in the class. These times averaged five minutes and two minutes respectively. The teacher set up with Juan that if he could clean up in four minutes, he could have first choice of the activities for the next break. Juan met this criterion three days in a row. She set a time for him to know when the four minutes were up. The teacher then visited with him, telling him that if he could get the job done in three minutes he could have the same privilege plus a surprise treat. The teacher then moved the criterion to two minutes (the standard for the rest of the class). When Juan made the two-minute mark, the teacher gave him an extra break that day.

### **Token Economies**

Token economies are common strategies used in classrooms to provide incentives to students who have high rates of problem behavior and whose behavior has been resistant to the usual practices used by teachers for managing problem behavior. The process typically involves setting up a plan with a student where the student earns tokens for exhibiting a target behavior, and they may exchange the tokens for reinforcers to be used at another time (Walker, Colvin, & Ramsey, 1995). Token economies are effective because the student can receive immediate feedback and reinforcement, or a token, at high rates following the occurrence of the target behavior. Also, the plan can be developed so that the tokens can be saved, which helps the student exhibit the target behavior over a longer period of time, leading to maintenance of the target behavior. Tokens can be any symbol representing successful performance of behavior specified in the plan such as points, fake money, chips, or stickers. A note of caution: It is important to avoid using items for tokens that the students may use to make unacceptable noise or play with during instruction. The tokens selected should also be age appropriate. The overall steps in developing a token economy plan are (1) specify the target behavior and criterion for correct responding; (2) identify the tokens to be used and how they will be delivered; (3) develop a menu of reinforcement for the particular student and the value in tokens for each item on the menu; (4) clarify the steps for cashing in the tokens and for when the reinforcers may be accessed; and (5) develop a plan to fade the token economy plan once the student is reliably producing the target behavior and is accessing the normal reinforcers in the classroom (Ayllon, 1999). Token economy plans take considerable time and effort for teachers to implement effectively. This strategy is quite effective for students whose noncompliant behavior has been resistant to the less time-consuming strategies. An illustration of a token economy plan is described in Box 6.7 for increasing a student’s cooperative behavior in the classroom.

**BOX 6.7 ILLUSTRATION OF TOKEN ECONOMY**

Loretta's behavior seemed to be getting worse, with high rates of noncompliant behavior in most class periods, and she was displaying more acting-out behavior when she was corrected. The usual strategies were not effective; catching her being compliant and praising her for other expected behavior did not affect the problem behaviors. The teacher decided to establish a token economy plan. He targeted social studies because it was conducted in small cooperative learning groups, as distinct from whole-class instruction. The groups typically worked independently, enabling the teacher to monitor Loretta more easily. The plan was set up with Loretta so that each time she followed a teacher direction, she earned a point, and she earned a point if she was on task when the beeper went off, which was every five minutes during the group activity. The teacher and Loretta made a menu of reinforcers and attached a point value for each item on the list. Loretta was able to cash in the points during the break and purchase her choice of reinforcer from the menu.

**Other**

Teachers and specialists are strongly encouraged to add strategies to these lists that they have found to be useful with the proviso that these additional selections are appropriate for the particular component of the FBA and have some basis in research to warrant inclusion.

## **STRATEGIES FOR DECREASING NONCOMPLIANT BEHAVIOR**

Even though a solid plan had been developed for addressing the antecedents for the noncompliant behavior, immediate triggers and setting events, and for increasing cooperative behavior, noncompliant behavior may still occur. At least three reasons exist for the persistence of noncompliant behavior: (1) the student may be reinforced for noncompliance in other settings, both at school and at home; (2) the noncompliant behavior may be too firmly established, making it resistant to the proactive measures and a focus on expected behavior; and (3) the noncompliant behavior may still be reinforced in the teacher's classroom, perhaps inadvertently, making the effects of the noncompliant behavior still operative.

The purpose of this section is to describe strategies for implementation in response to the occurrence of problem behavior, specifically noncompliant behavior. These strategies are listed in the column titled Decreasing Problem Behavior in Table 6.1: Strategies for Effects of Problem Behavior. As per the other sections, the strategies vary in the time, effort, and cost requirements of the teacher. The strategies are divided into two tiers. Tier 1 strategies are designed as low-level interventions and may interrupt the noncompliant behavior pattern at an early stage. Tier 2 strategies take more time from the teacher and are designed to be implemented if the student does not respond to Tier 1 strategies or if the student is already engaging in disruptive, serious, noncompliant behavior. Tier 2 strategies

are designed as a *bottom line* or *last resort* type of classroom intervention. If these Tier 2 strategies are ineffective in the classroom, the teacher will need additional support to address the behavior, such as back up from the administration and consultation from a specialist. A brief description is provided for each strategy, references for additional reading are cited, and an illustration is provided.

## ■ TIER 1 STRATEGIES

### Maintain the Flow of Instruction

When students exhibit noncompliance in the classroom, the very first response of the teacher should always be to *maintain the flow of instruction*, unless, of course safety issues or severe disruption are involved (Colvin, 2005a). If a student exhibits noncompliance and instruction is stopped, the student is reinforced by interrupting instruction, securing the attention of the teacher, securing the attention of other students, and by being off task. By contrast, when the student exhibits noncompliance and the teacher maintains the flow of instruction, the noncompliant behavior is not reinforced because nothing changes. There are no *immediate* effects of the noncompliant behavior. If the student begins to cooperate, the teacher would briefly acknowledge the student. If the student did not cooperate, additional steps would be taken to address the noncompliant behavior.

#### BOX 6.8 ILLUSTRATION FOR MAINTAINING THE FLOW OF INSTRUCTION AS FIRST RESPONSE

The teacher was explaining the relationship between the invasion of Hawaii and the war in Europe against Germany. He directed the class to read the first paragraph of their text on page 84. Steffan mumbled that he was not interested in reading that paragraph and would sooner read the sports section of the paper. The teacher continued, without pausing, to tell the class what to look for in the paragraph. He acknowledged the class for paying attention and gestured to Steffan to begin reading. Steffan began to read, the teacher quietly acknowledged him, and then told the class that they had a couple more minutes to finish the reading.

### Delayed Responding

This strategy is sometimes called planned ignoring. The teacher notices the noncompliant behavior of the student but does not respond in any way to this student. The teacher simply continues with instruction as if nothing had happened and acknowledges students who are cooperating. The idea is that if the student wants attention, then the way to get it is to cooperate and take part in the lesson. However, if the student persists with noncompliance, then additional, more direct steps would be taken. An illustration is provided in Box 6.9.

**BOX 6.9 ILLUSTRATION FOR DELAYED RESPONDING**

The teacher announces to the class that writing time is over and asks them to put their materials away and get ready for physical education (PE). The class begins to put their material away except for Henri, who keeps writing in his book while muttering that he doesn't like PE. The teacher, while noticing Henri's response, ignores him and moves around the class, acknowledging the students who are putting away their materials and complimenting the class on the good writing period.

**Extinction**

Extinction is the generic term used to describe the process for discontinuing or withholding the reinforcers that are maintaining a behavior. In this sense, the previous two strategies, maintaining the flow of instruction and delayed responding, are *extinction strategies* because they are designed to withhold immediate attention following noncompliant behavior. In general, noncompliant behavior is reinforced by securing attention and by avoidance or escape from a required task (see Chapter 3). By using extinction strategies, the teacher takes measures to teach the student that (1) attention will not be obtained through noncompliance but, rather, will be obtained through cooperation, and (2) noncompliant behavior will not be successful in modifying, removing, or escaping from a task. Although the extinction process is logically sound, it is difficult to implement consistently. The reasons are that (1) the teacher may have reflexive responses to noncompliant behavior, causing the noncompliance to be reinforced inadvertently; (2) the student may be reinforced for noncompliant behavior in other settings in the school or at home; (3) other students may be reinforcing the students' behavior by providing attention and support; (4) teachers often permit low levels of noncompliance to occur, that is, not to respond immediately, in order for the extinction process to take effect; and (5) students may escalate their behavior once they perceive that their usual level of noncompliant behavior is not working (known as an extinction burst), which forces the teacher to respond to this high level of problem behavior (Lane, 2005). However, despite these challenges, teachers and specialists are highly encouraged to use extinction strategies to address noncompliant behavior, otherwise the problem behavior may persist. An illustration of an extinction strategy is described in Box 6.10.

**BOX 6.10 ILLUSTRATION FOR EXTINCTION STRATEGY**

The history teacher enjoyed having discussion time with his class but found the students were talking out a lot, interrupting each other, and did not seem to be listening to each other. To change the situation, he introduced a rule that you must put up your hand if you had something to say. He told the class he appreciated them wanting to make their comments, but the discussions had become too unruly. By and large the class followed this direction except for Angela. She kept calling out her comments and would not put up her

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hand. Reminders did not seem to help Angela raise her hand. The teacher decided to put Angela's talking-out on extinction. He reminded the class of the need to put up their hand to talk and only called on those who raised their hand. When Angela talked out the teacher very quickly went to another student whose hand was raised and said, "Yes, Bobbi, thanks for raising your hand." The teacher noted that very shortly after this exchange, Angela shouted her comment. The teacher presumed he was dealing with an extinction burst and proceeded in the same way by calling on another student. On another occasion Angela raised her hand, and the teacher called on her immediately, responded positively to her comment, and prompted the class to respond to her comments.

### Redirection Prompts

When students who exhibit noncompliance in the classroom do not respond to the lowest level of intervention, extinction, the next level involves redirection prompts. These prompts are designed to assist the student to focus on the request provided by the teacher with *minimum attention* given to the student (Colvin & Lazar, 1997; Walker, Colvin, & Ramsey, 1995). By contrast with the extinction strategies, attention is provided directly, albeit briefly, to the student who is displaying noncompliance. The redirection prompts are typically gestures or a brief verbal response. The term *redirection* is used because the goal of the prompt is to shift the student from noncompliance to cooperation. The student is acknowledged briefly if cooperation ensues. An illustration is provided in Box 6.11.

#### BOX 6.11 ILLUSTRATION FOR REDIRECTION PROMPTING

The students are on a break, and the teacher announces that the break is over and requests that they move to their desks and get ready for math. The class responds as requested, except for Michelle, who begins to wander the room. The teacher acknowledges the students who have moved to their desk and are ready for math. Michelle is still wandering the room. The teacher says, quietly but loud enough for Michelle to hear, "Michelle, math time," and points to her desk. Michelle circles a little more and goes to her desk. The teacher catches her eye, smiles, gives her a nod, and then begins the math lesson.

### Rule Restatement

For some students redirection prompts are not direct enough. These students need a clearer communication of what has been requested to assist them in following directions. In these cases, it is helpful to directly secure the student's attention and restate the rule or expectation. The assumption is that the rule or expectation has been established and the majority of the class is cooperating. However, some students need more direction to help them disengage from the off-task or noncompliant behavior. Two steps are recommended in using this strategy: (1) directly secure

student's attention and (2) restate the rule in a positive yet firm tone. Again, if the student does not cooperate, additional steps need to be taken such as the Tier 2 strategies. See Box 6.12 for an illustration for Rule Restatement.

#### **BOX 6.12 ILLUSTRATION FOR RULE RESTATEMENT**

The students are finishing up a project. When they finish, they are expected to put their project in the teacher's basket, select a book from the shelf, and read quietly. Gerald moved to the book shelf and started perusing the books. The teacher acknowledges the students who had turned in their projects and had begun their reading. Gerald persisted with thumbing through books on the bookshelf. The teacher approached him directly and said, "Gerald, look here please." Gerald looked at the teacher. The teacher said, "Good. Listen, you've been asked to turn in your project and then get a book. So please, go back to your desk and turn in your project, then you may come back here and get a book." Gerald hesitated, put the book back and went to his desk. The teacher caught him as he was heading to the shelf after turning in his work and said, "There you go. Thanks."

### **Other**

Teachers and specialists are strongly encouraged to add strategies to these lists that they have found to be useful with the proviso that these additional selections are appropriate for the particular component of the FBA and have some basis in research to warrant inclusion.

## **TIER 2 INTERVENTIONS: ADDRESSING PERSISTENT AND SERIOUS NONCOMPLIANCE**

Reasonable questions from teachers highly likely to arise at this point are as follows:

- "What if you have tried the proactive strategies for addressing antecedents, worked hard to increase cooperative behavior, and have tried planned ignoring and other extinction strategies and the student still persists with noncompliant behavior?"
- "Is there a bottom line here?"
- "When is enough enough?"
- "What if the behavior is very serious and disruptive right from the start? I just can't ignore that, right?"

Clearly, teachers need an intervention designed for addressing non-compliant behavior that is resistant to the strategies described so far in this book, and for noncompliant behavior that begins with serious disruption. However, when teachers address forms of noncompliance, there is always the chance that the student may escalate further to more disruptive, and perhaps unsafe behavior (Colvin, 1999; Colvin, 2004). Consequently, strategies used for this level of behavior, Tier 2, have a double goal of securing cooperation from the student and, at the same time, avoiding

escalating the student behavior. To achieve these goals, there are two parts to this intervention: (1) establishing limits of behavior and (2) conducting a debriefing session.

## **Part A: Establishing Limits of Behavior**

This procedure is designed to provide clear and unambiguous communication to the student that cooperation is expected or there will be consequences. In addition, this communication has to be presented in a way that will not escalate the student's behavior. The procedure has three steps: (1) establish initial setup; (2) present the choices as a decision; and (3) follow through based on the student's decision.

### ***Step 1: Establish Initial Setup***

This strategy is more effective when the procedures are described to the students at the start of the school year. In this way there are no surprises for the students, and the teachers do not have to think quickly on their feet when the problem behavior may be accelerating. There are two parts to setting up the procedures: (1) rehearse the steps with the class and (2) establish a short list of negative consequences.

*Rehearse the Steps with the Class.* Early in the school year, preferably during the first week of class, the teacher should go over these procedures when other organizational items are explained. This information would be included as part of the classroom management system used by the teacher.

*Establish a Short List of Negative Consequences.* The purpose of using negative consequences is to communicate to the students that there are limits to behavior that can be accepted in the classroom. In other words, negative consequences may be delivered when students do not cooperate with the classroom expectations and rules. Consequences typically used by classroom teachers are as follows:

- Loss of privileges (such as computer time, free time, free choice time)
- Loss of recess or breaks
- Office referral
- Detention
- Loss of points
- Loss of something earned
- Parent call
- Time-out
- Removal to another room

### ***Step 2: Present the Choices as a Decision***

The intent of this step is to *direct the focus* of the interaction with the student to expected behavior. The student is trying to engage the teacher through noncompliance. However, the teacher does not respond directly to the noncompliant behavior (which the student expects). Rather, the teacher focuses on the student making a choice between following the expected behavior and receiving a negative consequence for noncompliance.

It is helpful for the teacher to use a simple formula, such as the following:

- Present the *expected behavior* and the *negative consequence* as a decision for the student to make.
- Allow some time for the student to decide (usually a minute or so).
- Withdraw from the student, attend to other students, or engage in some other task.

Two illustrations of this procedure are presented in Box 6.13.

### BOX 6.13 ILLUSTRATIONS OF TEACHER PRESENTING DECISION TO NONCOMPLIANT STUDENT

*Note:* In each of these examples the teacher has tried other strategies described earlier in this book to elicit student cooperation.

*Example 1:* Sophia refuses to clean up her area after free choice time. The teacher secures her attention and says to her, "Sophia, you are asked to put things away in your area (*expectation*), otherwise you will have to do it at recess (*negative consequence*). You have a minute or so to decide (*decision*)."

The teacher leaves Sophia and goes to other students (*teacher withdraws*).

*Example 2:* Austen is wandering the room, chatting to other students, reading the bulletin board, and disrupting other students. The teacher tells him that he needs to be at his desk doing his math. He looks the teacher in the eye and says, "No way. You can't make me." The teacher pauses, compliments another student who is nearby and on task, looks at Austen and says, "Austen, this has gone too far. You are asked to go to your desk and start on your math (*expectation*), or I will have to send you to the office for insubordination (*negative consequence*). You have a few seconds to decide (*decision*)."

The teacher then moves around the room checking the class's work (*teacher withdraws*).

### Step 3: Follow Through Based on the Student's Decision

The follow-through steps taken by the teacher are dependent on whether the student decided to follow the expected behavior or to maintain noncompliant behavior. There are three common possible outcomes for the student's decision. The student may decide to (1) exhibit the expected behavior; (2) maintain the noncompliant behavior; or (3) maintain the problem behavior, then belatedly switch to the expected behavior. Each of these possibilities is addressed.

*Student Exhibits Expected Behavior.* If the student decides to exhibit the expected behavior, acknowledge the choice *briefly*, and continue with the lesson or activity. It is very important to be brief and low key in acknowledging the student in this situation because the student may still be agitated or may need to save face in front of other students. Return to the student shortly and interact briefly and momentarily acknowledge the student's on-task behavior with a comment such as, "Thanks for getting started."

*Student Maintains Noncompliant Behavior.* If the student does not choose the expected behavior, that is, decides to maintain the noncompliant behavior, the teacher delivers the negative consequence. The language used by the teacher is important in order to clearly communicate ownership of the



decision to the student. For example, "John, you are telling me you have chosen to do your work during recess. Okay, that's what we will do." In this way, the teacher is not only clarifying the choice that the student has made, but the language used puts the responsibility of the decision with the student. In effect, the student is accountable and responsible for the consequence that is delivered.

*Student Maintains Noncompliance, Then Belatedly Switches to the Expected Behavior.* Once students become familiar with the teacher's follow-through procedure, it is common for some of them to try a delayed, manipulative tactic. They maintain the noncompliant behavior and after the teacher tells them that they have chosen the negative consequence, they will then switch to the expected behavior. The teacher really needs to *follow through* with the negative consequence, at least to some extent, in order to establish limits. Otherwise, students will learn that it is acceptable to show noncompliance as long as they eventually switch to cooperation. Basically, they are testing limits. It might be reasonable to deliver just part of the negative consequence on the basis that the student did eventually cooperate. However, the teacher should visit with the student at some point later to clarify the procedures with the student, especially the criterion for an acceptable and timely response.

## **Part B: Conducting a Debriefing Session**

The purpose of the debriefing session is to *problem-solve* and prepare students so they will be better equipped to exhibit cooperative behavior the next time a similar situation arises. There are five steps in conducting a debriefing process: (1) select a time to meet with the student; (2) clarify the purpose of the meeting; (3) identify the sequence of events for the noncompliant incident; (4) pinpoint decision moments during the sequence of events; and (5) identify acceptable decision options for future situations (Colvin, 2004; Sugai & Colvin, 1997).

### ***Step 1: Select a Time to Meet With the Student***

Because the debriefing session is designed to be supportive and constructive, best results are obtained when the meeting occurs after any negative consequences have been delivered and after the student is back on track in the classroom. In this way, the student is more likely to cooperate and participate in the meeting and less likely to perceive the debriefing session as part of the negative consequences.

### ***Step 2: Clarify the Purpose of the Debriefing Session***

The teacher tries to ensure that the student understands the meeting has been called to help him or her become more successful in class. The teacher makes every effort to make the meeting a positive, problem-solving, and supportive event, resulting in the student having a firm plan for handling future similar problem situations.

### ***Step 3: Identify the Sequence of Events for the Noncompliant Incident***

Here the teacher walks the student through the series of events leading up to the noncompliance; what the student actually exhibited as

noncompliant behavior; the effects of the noncompliant behavior on the classroom; and, finally, the consequences for the noncompliant behavior. These issues are identified and reviewed in a calm, nonjudgmental, and matter-of-fact manner.

#### *Step 4: Pinpoint Decision Moments During the Sequence of Events*

This step involves helping the student see the relationship between his or her decisions and subsequent events and to set the stage for making better decisions in the future. The major emphasis here is to help students understand that they are in *control* of their behavior and subsequent events. The relationship between their decisions and these events are clarified and emphasized.

#### *Step 5: Identify Acceptable Decision Options for Future Situations*

The intent of this final step is to prepare the students for how they might handle future events differently so that incidents are prevented and expected behavior is more likely to occur. The basic question to be addressed with the student is, "What else could you have done that would be acceptable?" The answer generally lies with the decisions and subsequent behavior exhibited by other students in the class. It is best to have the student actually commit to making *good* choices in the future and to rehearse the situation with an emphasis on concrete alternative behaviors to be followed in future.

An illustration of the debriefing process is described in Box 6.14.

#### **BOX 6.14 ILLUSTRATION FOR DEBRIEFING PROCESS**

Simone had been sent to the office for shouting at the teacher, refusing to do her work, and wandering the classroom disrupting other students. The teacher had tried several steps to help Simone show more cooperation in class and to follow directions. This was the first time she had been sent to the office.

After about 30 minutes, she returned to class and the teacher prompted her to join her group for science. Simone started out slowly and then entered quite fully into the class activities. The teacher mentioned to her privately that she needed to see her after the break. At the end of the break, the class was directed to work independently on their reports, and the teacher beckoned Simone to visit at the teacher's desk. The teacher pointed out that she wanted to have a few words to examine the incident earlier and to see what can be changed so it won't happen again, noting that Simone can be more successful just like she has been in the group just now. She had Simone begin the discussion with where she started to resist reading the science text on volcanoes and identified that she wouldn't accept any help and stopped working altogether. When she was reminded to keep working, she left her seat and wandered the room, beginning to disrupt other students. When she was given a warning to take her seat, she blew up, shouting at the teacher, and then she was sent to the office. The teacher asked her to examine the decisions she made, including to stop working, to leave her seat, to disrupt other students,

*(Continued)*

(Continued)

and finally to begin shouting at the teacher. Simone indicated that reading science is hard, and she was having a bad day anyway. The teacher suggested that she might ask for help and that she would check on her work a little more often. They chatted a little about some options for when she is upset over something—to ask for some space, to tough it out, or go to another place in the room. Simone agreed to ask for help and to take a quiet place in the room when she needs some space. The teacher thanked her for her cooperation, encouraged her to do her best, and asked her if she was up to making a start on the report at her desk.

### Other

Teachers and specialists are strongly encouraged to add strategies to these lists that they have found to be useful with the proviso that these additional selections are appropriate for the particular component of the FBA and have some basis in research to warrant inclusion.

## ■ CHAPTER SUMMARY

Noncompliant behavior has proven to be elusive for educators to effectively change for a number of reasons. One major reason for the behavior to be resistant to many of the normal practices in the classroom is that the *effects of the noncompliant behavior* are quite powerful in maintaining the behavior. Specifically, noncompliant behavior can be very effective in avoiding or escaping from a demand situation. In addition, the behavior can be very effective in obtaining teacher attention. Unfortunately, there are no quick solutions for eliminating the reinforcing effects of noncompliant behavior in the classroom. However, there are well-established strategies that teachers and specialists can use to systematically increase cooperative behavior and reduce noncompliance. In some cases, these strategies, in conjunction with the proactive approaches described in Chapters 4 and 5, and earlier in Chapter 6, are not strong enough to change the noncompliant behavior. In these events, a “bottom-line” procedure needs to be in place that is designed to communicate to the student that the noncompliance needs to cease or negative consequences will follow. Specific steps were described for this procedure to help ensure that the expected behavior of cooperation is emphasized and that the consequences for noncompliance are presented in a way to avoid further escalation. At this juncture, if noncompliant behavior still persists, there would be the need to obtain administrative support or backup and perhaps consultation from a specialist or behavior support team.